Technology Planning Workshop

November 11, 2002

KCEN Studios (UMKC)

Why must districts have state-approved, long-range education technology plans?

- Telecommunications Act of 1996 (E-rate Program)
  - MOREnet Network Program participation
- State and Federal Ed Tech Programs
  - FY00 Requirement (Districts given a one-year waiver)
- No Child Left Behind
  - June 2002 Requirement (States could grant one-year waiver)

District Tech Plans must align with State Plan and Title IID Program goals

Improved academic achievement for all students

- high student achievement, including technology literacy skills

- effective integration of technology through professional development, curriculum development, and research-based instructional methods

Missouri Technology Planning

- ✓ Technology Planning Committee (2000)
  - ✓ Crafted Missouri State Education Technology Strategic Plan, 2002-2006
- Technology Planning Taskforce (2001)
  - ✓ Developed District Planning Resources
    - ✓ Updated Scoring Guide
    - ✓ Created Technology Planning Website

Major Goals of all Missouri Tech Plans

Improve **student learning** through educational technology

Improve **teacher preparation & performance** through educational technology

Teaching & learning enhanced through technology for **administration, management, & communication**

Equitable access to educational technology

Adequate **technical support**

http://www.dese.state.mo.us/ divimprove/instrtech/index.html

The Instructional Technology Programs section administers several grant programs that assist districts to improve schools, expand local curriculum and improve classroom teaching practices.

➤ **CURRENT INFORMATION**
Monthly newsletter, important deadlines, upcoming events and important correspondence.
- Current Issue of Newsline   Past Newsline Issues   **Updated July 1, 2002**
- Calendar of Events
- Conferences
- From the Director's Desk

➤ **GRANTS**
Program manual, application information, funded projects for entitlement and competitive technology grants.
- DESE Automated Web Application
- Technology Acquisition and Enhancement Grant (TAG)
- Video Instructional Development and Educational Opportunities (VIDEO)
- Competitive Technology (CT)
- Interactive Distance Learning (IDL)
- Technology Literacy Challenge Fund (TLCF)
- Title II D The approved applicants are listed here.

➤ **ADDITIONAL PROGRAMS**
DESE supported technology initiatives and partnerships.
- MOREnet Technology Networking Project (TNP)
- enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS)
- E-rate (USF Discount Program)
- Census of Technology (COT) April Reporting Cycle
- Census of Technology (COT) ** 2001 Report**
    District info is now available; Building info coming soon
- Rural School and Community Trust (RSCT)

➤ **TECHNOLOGY PLANNING**
Technology integration planning, implementation, and evaluation tools and resources.
- 21st Century Vision
- State Technology Plan **NEW 4/12/02**
    A Note about downloading PDF documents
- District Technology Planning Information
- Status of District Technology Plan

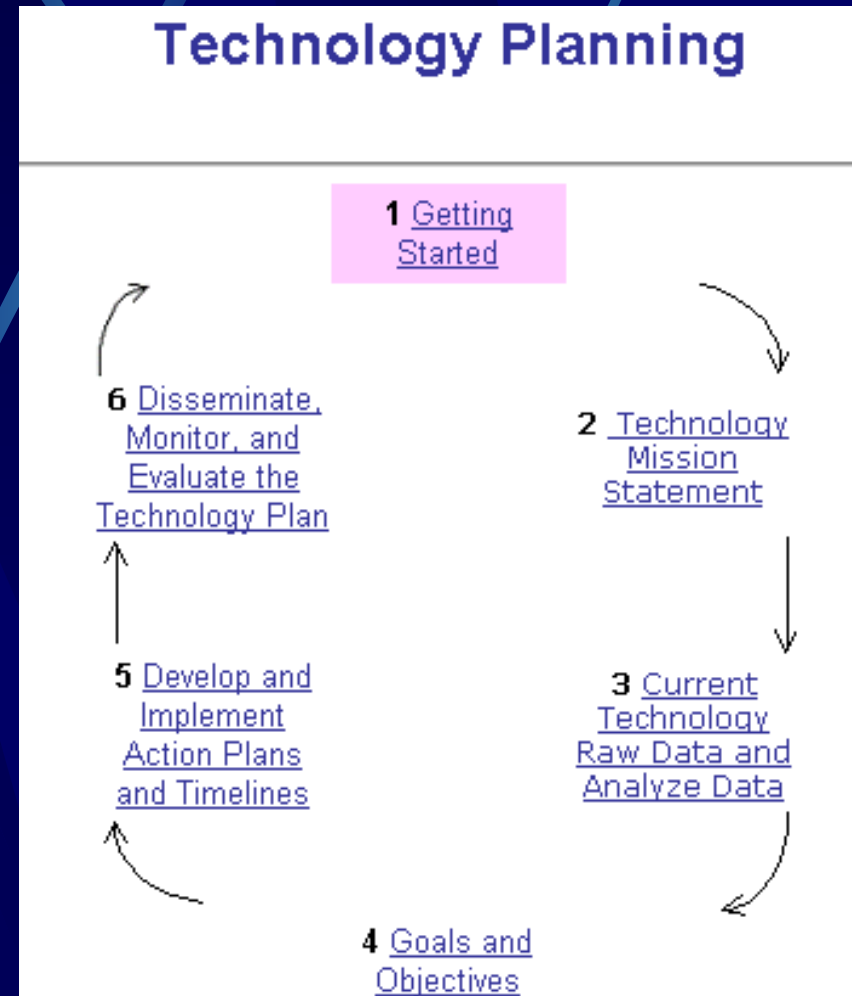➤ **PROFESSIONAL DEVELOPMENT**
DESE supported staff development opportunities and resources.
- MarcoPolo Training Initiatives

The Planning Cycle

- ✓ **Develop broad-based committee**
- ✓ **Assign sub-committees and tasks**
- ✓ **Meet regularly**
- ✓ **Share and revise**
- ✓ **Consolidate the pieces of the plan**
- ✓ **Board Approval**

Technology Planning

1 Getting Started

2 Technology Mission Statement

3 Current Technology Raw Data and Analyze Data

4 Goals and Objectives

5 Develop and Implement Action Plans and Timelines

6 Disseminate, Monitor, and Evaluate the Technology Plan

Technology Focus Areas (TFA's)

The Technology Focus Areas (TFA's), when properly interwoven into the district/building technology plan(s), help ensure that the plan is properly structured, comprehensive and meaningful.

Five Technology Focus Areas

- ✓ **Student Learning (Including Technology**
- ✓ **Literacy/Proficiency)**

- ✓ **Teacher Preparation and Delivery Of Instruction**

- ✓ **Administration/Data Management/Communication**
- ✓ **Processes**

- ✓ **Resource Distribution And Use**

- ✓ **Technical Support**

The Technology Plan Focus Area Initiatives Must Be Tied To Other Planning Initiatives

Comprehensive School Improvement Plan (CSIP) Initiatives

Missouri School Improvement Plan (MSIP) Initiatives

District Strategic Planning (DSP) Initiatives

Master Building Planning(MBP) Initiatives

Basic Tech Plan Sections

- ✓ **Getting Started**

- ✓ **Technology Mission Statement**

- ✓ **Raw Data and Analysis**

- ✓ **Goals and Objectives**

- ✓ **Action Plans and Timeline**

- ✓ **Dissemination and Evaluation**

The Scoring Guide

Needs Revision - - - - 1 to 2 Points

Adequate (minimum required) - - - - 3 to 4 Points

Commendable (your goal) - - - - 5 Points

Total Score

Revision Note(s)

The Technology Committee

- The key to the technology planning process
- Key people/teams will do most of the research/work
- Technology Committee should endorse the final product before it is submitted to the board for approval.
- Process is give-and-take and tough decisions have to be made (e.g., because of fund limitations)

TECHNOLOGY PLANNING COMMITTEE: Membership of the district's technology planning committee is representative of students, teachers, administrators, technical support staff, parents, and community/business leaders. Representation is equitable, and appropriate to address the five Technology Focus Areas (TFAs): 1) Student learning as it relates to the Show Me Standards, including technology skills, 2) Teacher preparation and delivery of instruction, 3) Administration/data management/communication processes, 4) Resource distribution and use, and 5) Technical support.

Needs Revision (1-2 points)	Adequate (required) (3-4 points)	Commendable (5 points)	Score
Committee list is missing or inadequate to determine representation. See note *.	Committee list: ❑ identifies membership groups ❑ includes most membership groups ❑ is appropriate in size	Committee list: ❑ identifies membership groups ❑ includes all membership groups ❑ is appropriate in size ❑ has equitable representation ❑ provides TFA links	
*Revision Note:			

Mission Statement

✓ Statement relating to CSIP!

✓ Relate to instruction (teaching and learning)

✓ Is there a vision of were the district is going and is it related to technology and learning?

DISTRICT EDUCATION TECHNOLOGY MISSION STATEMENT: The technology mission statement addresses the impact of technology on the district's teaching and learning goals (CSIP).

Needs Revision (1-2 points)	Adequate (required) (3-4 points)	Commendable (5 points)	Score
Technology mission statement is missing or inadequate to determine the technology focus of the district. See note*.	Technology mission statement: ❑ focuses on integration and student achievement ❑ reflects district mission statement ❑ reflects district CSIP goals	Technology mission statement: ❑ focuses on integration and student achievement ❑ reflects district mission statement ❑ reflects district CSIP goals ❑ directs implementation of TFAs ❑ demonstrates a clear connection between learning technology access and use	

*Revision Note:

Technology Mission Statement

- ✓ Flows from the District Mission Statement, Education Vision and CSIP Strategic Targets

- ✓ Should focus on Learner Outcomes and the Proper Integration and Application of Technology into the Educational Processes

- ✓ Guides the Technology Planning Process

Current Status

- ✓ How is technology used?
- ✓ What is needed based on emerging technologies?
- ✓ What do you have now?

CURRENT STATUS – COMPILING RAW DATA: <u>Comprehensive and appropriate data are compiled</u> to examine the current status of the five Technology Focus Areas.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Data are missing or inadequate to address: ❑ student learning as it relates to the Show-Me Standards ❑ teacher preparation and delivery of instruction ❑ resource distribution and use See note *.	Data include at least three of the following: ❑ standardized assessments ❑ local assessments ❑ surveys ❑ policies and procedures ❑ student standards ❑ Census of Technology (COT)	A variety of valid and reliable sources are collected to identify the strengths and weaknesses of district and building level learning. Check sources included. ❑ standardized assessments (MAP, ITBS, etc.) ❑ local assessments (pre/post-tests, scoring guides/rubrics, checklists, etc.) ❑ surveys (Census of Technology, Profiler, teacher and student surveys, etc.) ❑ policies and procedures (equity of resources, copyright, AUP, licensing, CIPA, filtering, web page development, computer donations, security, etc.) ❑ student and teacher standards (curriculum/technology, NETS, Show-Me, etc.) ❑ training data, trainer evaluations, training outcomes, etc. ❑ administrative networking tools (fiscal management, purchasing and budget management systems, etc.) ❑ data management tools (student information systems, grade books, attendance, etc.) ❑ communication tools (e-mail, Internet, Intranet, etc.) ❑ total cost of ownership analysis (hardware maintenance, lease/rent, repair, etc.)	

*Revision Note:

Needs Assessment

What do we have?   What is needed?

Where do I get the data and information?

CSIP   MSIP   MAP

Census of Technology (COT)

Surveys and Questionnaires (broad coverage)

District/Building Inventory

Lessons Learned

Goals and Objectives

- ✓ Relate to mission statement
- ✓ The key is student learning
- ✓ Are all areas covered?

GOAL(S): Goals provide <u>direction for the district's use of educational technology to improve teaching and learning</u>. Goals are broad statements of the purpose of the plan and are linked to comprehensive improvement plans.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Goal(s) are missing or inadequate to determine the direction of the plan. See note*.	Goal(s) address: ❑ mission statement and district CSIP goals ❑ student learning ❑ teacher preparation and delivery of instruction	Goal(s) address: ❑ mission statement and district CSIP goals ❑ identified needs/weaknesses ❑ student learning ❑ teacher preparation and delivery of instruction ❑ administration/data management/communication processes ❑ resource distribution and use ❑ technical support	

*Revision Note:

Goals and Objectives

A **<u>Goal</u>** is a general, broad statement of an intended outcome.

An **<u>Objective</u>** is a more precise statement of a specific quantifiable and measurable end-result.

Action Plans (Should Include)

What

Why

When

Where

Who

Timelines, Milestones, and Benchmarks

Student Learning TFA

How can student learning be enhanced through the use of technology?

STUDENT LEARNING TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Student Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of student learning as it relates to the Show-Me Standards, including technology skills.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for student learning as it relates to the Show-Me Standards and technology are missing or inadequate. See note *.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: ❑ student learning as it relates to the Show-Me Standards and technology.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: ❑ student learning as it relates to the Show-Me Standards and technology ❑ curriculum/instruction ❑ access and use ❑ policies and procedures ❑ CSIP/MSIP	

*Revision Note:

Student Learning Objectives

Tie to stated student learning goal(s) and those needs identified by the Technology Committee

Student Learning Objectives: Objectives (milestones/measures of accomplishments) support the goal(s) of the plan and address student learning.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score

Objectives are missing or inadequate to measure student learning
 	
See note*.
	Objectives:
	❑ relate to stated goal(s)
	❑ address
	   ○ what progress is expected
	   ○ how the progress will be measured
	❑ are attainable and realistic
	❑ will benefit student learning
		Objectives:
		❑ relate to stated goal(s)
		❑ address
		   ○ what progress is expected
		   ○ how the progress will be measured
		❑ are attainable and realistic
		❑ will benefit student learning
		❑ address weaknesses identified in section D1 (Analyze Data/Student learning)
		❑ address various learner needs	

*Revision Note:			

Student Learning Objectives

✓ **Relate to Appropriate Goals(s)**

✓ **Relate to the Show-Me Standards and MAP Results**

✓ **Show How Technology Will Help Achieve the Desired Outcome(s)**

✓ **Must Address the Committee Defined Weaknesses and Build on Identified Strengths**

Student Learning Plans

✓ **What action will take place**

✓ **Timeline/when/whose responsible**

✓ **Related to goal & objective**

Student Learning Plans: Action plans and implementation strategies indicate technology's role in achieving high student achievement and performance, related to the Show-Me Standards, including technology skills.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate to determine the effect of technology on student learning. See note*.	Action Plan details: ❑ objective ❑ action step/activity ❑ timeline/completion date	Action Plan details: ❑ goal ❑ objective ❑ CSIP and MSIP standards ❑ action step/activity ❑ timeline/completion date ❑ review dates ❑ correction strategies ❑ person responsible	
*Revision Note:			

Student Learning Action Plans

- ✓ **What Action Steps are Appropriate?**

- ✓ **When will the enabling actions be taken?**

- ✓ **Who is Responsible for Each Piece of the Action Plan?**

- ✓ **How will Progress/Results be Tracked and Evaluated?**

- ✓ **How will Progress Reports and Results be Disseminated?**

Dissemination, Monitoring and Evaluation

✓ What is the plan for each?

✓ Who, what, when, how?

✓ What is the evaluation plan?

DISSEMINATION, MONITORING, AND EVALUATION: The technology plan includes processes for ongoing communication/dissemination with community representatives, and stakeholders. Methods and activities are regularly monitored to allow for adjustments as necessary. Evaluation of the plan's effectiveness and validity is addressed.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score

The strategies to disseminate, monitor, and evaluate are missing or inadequate to determine the plan's effectiveness.	Plan includes strategies for:
	❑ Dissemination
	   ○ reports progress
	❑ Monitoring
	   ○ timely
	❑ Evaluation
	   ○ uses appropriate assessment tools
		Plan includes strategies for:
		❑ Dissemination
		   ○ reports progress
		   ○ informs all stakeholders and policy makers (board members, legislators, civic leaders, etc.)
		❑ Monitoring
		   ○ timely
		   ○ analytical
		   ○ ongoing
		❑ Evaluation
		   ○ timely
		   ○ ongoing
		   ○ uses appropriate assessment tools	

See note*.			

*Revision Note:

Monitoring

Evaluation

Dissemination

Aut Inveniam Viam Aut Faciam

(I Shall Either Find A Way or Make One)

The Planning Cycle

Getting Started

Mission Statement

Needs Assessment

Goals and Objectives

Action Plans

Disseminate

Inventory

Raw Data

Analysis

Monitor and Evaluate

Summary

- ✓ DESE web-based planning guide

- ✓ Scoring guide

- ✓ 3-year planning cycle (minimum)

- ✓ E-rate approval minimum points

- ✓ DESE approval minimum points

- ✓ School board approval date

- ✓ Spring technology plan readings

Teacher Preparation TFA

- ✓ Relate to PDC
- ✓ What training will be offered?
- ✓ Relate to needs
- ✓ Not just hardware & software: INTEGRATION!

TEACHER PREPARATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Teacher Data Analysis: <u>Appropriate data and information</u> are used to identify the strengths and weaknesses of teacher preparation and delivery of instruction.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for teacher preparation as it relates to technology are missing or inadequate. See note*.	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: ❑ teacher preparation and delivery of instruction	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: ❑ teacher preparation and delivery of instruction ❑ access and use ❑ policies and procedures ❑ CSIP/MSIP	
*Revision Note:			

Teacher Objectives

- ✓ What are the goals?
- ✓ What will take place, when, where, how, accountability
- ✓ Various needs and survey results

Teacher Objectives: <u>Objectives (milestones/measures of accomplishments)</u> support the goal(s)of the plan and address teacher professional development.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score

Objectives are missing or inadequate to measure teacher preparation and delivery of instruction.
 	
See note*.
	Objectives:
	❑ relate to stated goal(s)
	❑ address
	   o what progress is expected
	   o how the progress will be measured
	❑ are attainable and realistic
	❑ will benefit teacher preparation and delivery of instruction
	❑ correspond to the planned timeline
		Objectives:
		❑ relate to stated goal(s)
		❑ address
		   o what progress is expected
		   o how the progress will be measured
		❑ are attainable and realistic
		❑ will benefit teacher preparation and delivery of instruction
		❑ correspond to the planned timeline
		❑ address weaknesses identified in section D2 (Analyze Data/Teacher preparation and delivery of instruction)
		❑ address various teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.)	

*Revision Note:

Teacher Preparation Objectives

- ✓ Relate to Identified Needs other TFA Information/Data

- ✓ Coordinate with PDC Initiatives

- ✓ What Training is Needed, When and Where Will it be Offered

- ✓ Emphasis is the Integration of Technology to Enhance Classroom Preparation and the Delivery of Instruction

Teacher Preparation Plans

- ✓ Step by step
- ✓ Action plans
- ✓ Funding
- ✓ Accountability

Teacher Preparation Plans: Action plans and implementation strategies promote preparing teachers to integrate technology into curriculum and instructional practices.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action Plan is missing or inadequate to determine the effect of technology on teacher preparation and delivery of instruction. See note*.	Action Plan details: ❑ objective ❑ action step/activity ❑ timeline/completion date ❑ estimated cost/budget ❑ funding source	Action Plan details: ❑ goal ❑ objective ❑ CSIP and MSIP standards ❑ action step/activity ❑ timeline/completion date ❑ review dates ❑ correction strategies ❑ person responsible ❑ estimated cost/budget ❑ funding source	
*Revision Note:			

Teacher Preparation Action Plans

Must Include all Important Details (What, When, Where, Who, Expected Group and Individual Outcomes)

Address Funding and Other Support Needs (e.g., Stipends, etc.)

Responsibilities and Accountability Addressed

Technology Planning Timeline

- ✓ Deadlines
  - ✓ Plans due to DESE by March 31, 2003
- ✓ Service Events
  - ✓ Preliminary plan review January 9 in Jefferson City
  - ✓ Final draft review at MOREnet spring conference (date and time to be determined)